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Get a head start!

## **LIFE ORIENTATION**

### **Grade 9**

## **THINKING SKILLS**

### **Module 1**

## **GET A HEAD START! (THINKING SKILLS)**

### **GET A HEAD START!**

The human brain is wonderful and is more complicated than the newest computer. It works 24 hours a day - even when you sleep. It receives and processes all the information you receive from the world around you through your senses.

Your senses send a flood of information to the brain. Everything that you see, hear, smell, taste and touch is given meaning in your brain. Your brain sorts, thinks, remembers, creates, compares, plans, solves problems - even if you are not doing it consciously.

The brain "floats" inside your skull in a "shockproof" liquid and is further protected by three cushioning layers of tissue.

If you could take your brain to pieces, you would find three main parts, the left and right cerebral hemispheres, the cerebellum and the brain stem which links the brain to the spinal cord and the rest of the body.

If you looked at the brain under a powerful microscope, you would see a complicated mass of nerve cells, called the "grey matter" of the brain. These nerve cells are connected by a network of nerve fibres to nerve cells all over your body. The brain contains 10 billion nerve cells - which is only a tenth

of the brain's cells. This wonderful structure and its functions make the computer look rather primitive, doesn't it?

READ ON...

Many people have a specific right or left brain dominance. This has certain implications for the way in which they learn. But more about this when we get to learning and studying.

The **right hemisphere** is the side which specialises in imagination, daydreaming, rhythm, colour, the whole picture and spatial awareness.

The **left hemisphere** specialises in words, logic, numbers, sequence, analysis and lists.

A study technique like mind-mapping helps a person to use both hemispheres to learn, to understand and to remember.

How to know if you are right brain or left brain dominant:

Here are some questions that you can answer to find out. This is not a standardised test for brain dominance, but it should give you an idea. Just answer YES or NO.

1. You prefer to study from your text book.
1. Your notes are neat and numbered.
1. You learn better from direct experience.

1. Your notes are in the form of mindmap drawings or squiggles.

1. You prefer to hear the whole story before separate facts are really meaningful to you.

If you answered "yes" to the first two questions and "no" to the rest, you are probably left hemisphere dominant. If you answered "no" to the first two questions and "yes" to the rest, you are probably right brain dominant.

Often people which are right brain dominant, very creative and not very organised, have a tough time at schools who cater for left brainers who are methodical and organised. It is important for right brainers to learn to organise their thoughts and for left brainers to work on flexibility of thought and creativity.

We will do exercises designed to help you improve the functioning of both sides of your brain during this course.

We have started off with a bit of background information, but the course will become more practical as we go along.

[LO 3.4]

## **Assessment**

Learning outcomes(LOs)

### LO 3

**PERSONAL DEVELOPMENT**The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Assessment standards(ASs)

*We know this when the learner:*

3.3 responds appropriately to emotions in challenging situations;

3.4 explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour;

3.6 critically evaluates own application of problem-solving skills in a challenging situation.

Obtaining information

## **LIFE ORIENTATION**

### **Grade 9**

## **THINKING SKILLS**

### **Module 2**

## **OBTAINING INFORMATION**

### **THE OBTAINING OF INFORMATION**

A person uses his or her **senses** to obtain information. This includes your ability to see, to hear, to taste, to smell and to touch. The senses send messages to the brain where the information is processed and the brain relays messages to the body in turn on what to do.

Have you heard people talking about a sixth sense? It is also called intuition, a feeling that you get about a situation or a person. Have you ever heard someone say: "I don't know what it is, it just doesn't feel right" or "The moment I saw that, I just knew..."? We all are in the possession of a sixth sense and not all of us are very aware of this ability. People also allege that women have a better developed sixth sense than men. What do you think?

What about common sense? A person with common sense is a person who somehow knows what to do and when to do it. Do you think it has to do with logic? Is it instinctive? Maybe it is the product of thinking rather than a way of thinking, I do not know.

Anyway, let's check out your common sense!

Which senses do you use when you:

buy perfume

go to a music concert

eat at a restaurant

buy clothes

choose a friend

cross a busy street

watch television

are being taught

If you were able to see immediately that each action requires more than a single sense, I think you have common sense. If you have failed to see that, I think a teacher could help you by explaining what each action entails.

[LO 3.3]

Pen to Paper

Have you ever experienced a situation in which your sixth sense played a major part? Write the story. If you have not experienced it yet, ask around to find a story and report on it. You can use colour and drawings to create a certain atmosphere for your story.

Then...

Read your stories to each other or to the whole class. Now you can decide how much weight your sixth sense should carry. Motivate your conclusion briefly.

I feel\_\_\_\_\_

[LO 3.3]



## Assessment

Learning outcomes(LOs)
LO 3
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Thinking

## **LIFE ORIENTATION**

### **Grade 9**

## **THINKING SKILLS**

### **Module 2**

## **THINKING**

### **COGITO ERGO SUM (I THINK, THEREFORE I AM)**

If you had to explain to a person what "thinking" means, what would you say?

We take the ability to think for granted. After all, people say, it is a natural process, as natural as breathing, walking, running... Yes, it is partly true. But - all people do not walk or run equally well or fast. A toddler has to crawl, then try to walk and then try to run. A fit athlete will run faster and jump higher than somebody who never tries or practises. This is also true of thinking. One can improve one's natural ability through exercise - by practising thinking skills.

How effective your thinking is, depends on various factors, but one thing is sure, knowledge and mastery of thinking skills, will make your thinking more effective. Compare your thinking and use of thinking skills to the use of a pair of glasses, a pair of binoculars, a telescope, and a microscope. These instruments have different functions, but they all help you to see.

A very simple way of describing thinking could be: knowing and understanding. But it is much, much more than this too. What about the ability to apply your knowledge, the ability to see relationships between things, the ability to create new and original things...

I cannot even conceive of a world without thinking, can you?

**To do:**

Let's do a "what if" exercise in small groups. The topic is: "What if everybody had the same thoughts"

This kind of exercise depends on the ability of the thinkers to give their imaginations free rein without really bothering with too much logic. A "what if" exercise stimulates the right brain functions and improves creative thinking.

- Guidelines
  - Set a time limit of 5 to 7 minutes
  - One person jots down the "what if" thoughts
  - Do not criticise anybody's contribution, let the ideas flow
  - 
  - You may take over and expand on an idea

*Have fun!*

**READ ON...**

Did some of you find this exercise difficult to get into? Don't worry, practise makes perfect!

The most important thing to remember is that thinking does not always consist of a "right or wrong" factor. It is important that your facts are correct, but what you decide to do with the facts... that's something else. Everybody is so scared of being "wrong" and to think differently from their friends and teachers that many good and valuable thoughts and ideas get lost forever.

It is therefore very important that we develop the ability to think laterally. Lateral thinking is much wider than "right and wrong". This kind of thinking helps us to think of plans, alternatives, new ideas.

### **On to another "what if" exercise:**

Choose one of the topics:

- What if all window panes were made of glass?
- What if all people had 7 fingers on each hand?
- I dare you to think!
- Write down some of the best ideas. You may also give these ideas a "make- over" with drawings, colour, etc.

Topic: \_\_\_\_\_

[LO 3.6]

## **Assessment**

Learning outcomes(LOs)

LO 3

### **PERSONAL DEVELOPMENT**

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Assessment standards(ASs)

*We know this when the learner:*

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Creative abilities

## **LIFE ORIENTATION**

### **Grade 9**

## **THINKING SKILLS**

### **Module 4**

## **CREATIVE ABILITIES**

### **FLEX YOUR CREATIVITY MUSCLE!**

This section deals with the development of your creative abilities.

Many people think only about drawing, painting or writing when they hear that someone is a creative person. Creativity spans a much wider field than the finer arts.

*Creativity means the ability to create something new and original or to use existing things in a new and different way.*

The "what if..." exercises are examples of thinking differently about things.

- Bear the following words and phrases in mind when you aim to improve your creative abilities:
  - look at things in different ways
  - unusual
  - original
  - this makes me think about... (association)
  - do not judge too quickly
  - look at form and function
  - use your sense of humour

## **To shake out dust and cobwebs!**

In 8 seconds (without discussing it beforehand):

a) Divide a square into 4 parts

b) Divide an 8 into 2

- Did everybody do a) and b) in the same way? **Yes / No**
- How many different ways are there to do a) ?
- Can the instruction for b) be interpreted in more than one way?
- Would you do a) and b) differently if you should get another chance?  
**Yes / No**

Did old habits play a role in the answers given by the class? I bet many of you were a bit thrown by the simple exercises.

[LO 3.6]

## **BRAINTEASERS**

- Do not settle for the obvious.
- Lateral thinking is a must.

**Can you answer this?**

1. What starts with T, ends with T and is full of T?
2. From a word with 5 letters, take away 2 letters and get 1.
3. What bird can lift the heaviest weight?
4. What is it that someone else has to take before you can get it?
5. How many times may 20 be subtracted from 100?

6. How many marbles can you put into an empty bag?

7. What kind of jacket is always burning?

[LO 3.6]

## **Assessment**

Learning outcomes(LOs)

LO 3

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More about the brain

## **LIFE ORIENTATION**

### **Grade 9**

## **THINKING SKILLS**

### **Module 5**

## **MORE ABOUT THE BRAIN**

### **MORE ABOUT THE BRAIN...**

A man called Roger Sperry was awarded the Nobel Prize for his proof of the "split brain " theory. It sounds rather gross, doesn't it? But, according to Dr Sperry the two hemispheres of the brain have different, but overlapping functions. They each specialise in different kinds of thinking processes.

Bear with me. Some interesting stuff coming up. Still Dr Sperry... in general, with 95 % of all right-handed people, the left side of the brain controls the right side of the body - and is also responsible for practical, linear, verbal and rational thought. In most left-handed people the functions are reversed.

It's a left-brain function to balance your check books (budding accountants, ahoy!), to remember names and dates (historians, hello) and setting aims and objectives. Most of our concepts of thinking used to come from Greek sources, and so left-brain processes are most rewarded in our education system.

The right half (hemisphere) controls the left side of the body and is holistic, imaginative, nonverbal and artistic. When you are daydreaming, recalling scenes and faces or if you are engrossed in a piece of music, your right brain functions are dominant.

## Do a survey

1. How many learners in the class are a) right-handed b) left-handed?
2. How many of the left handers feel that they are at a disadvantage when it comes to handling common household equipment, like vegetable peelers or scissors? Can you rework it into a percentage (%) ?
3. Can you draw a conclusion from the figures above? (Left brain activity)
  - "If the brain is a computer, then it is the only one that runs on glucose, generates 10 watts of
  - electricity and is manufactured by unskilled labour." (David Lewis)
  - [LO 3.6]
  -

## WHOLE BRAIN PROBLEM SOLVING

To solve problems in a creative way requires the working of both hemispheres. In other words, we need both the creative, imaginative right hemisphere and the logical and rational left hemisphere functions. To see how this works, let's break down the problem solving process into different steps and see which hemisphere would serve that step best.

1. What is the real problem?	This asks for logical, analytical thinking and the left hemisphere does that.
2. What possibilities and solutions are there?	You have to generate many creative possibilities and alternatives - a job for the right hemisphere.

3. Which ideas may work? (set criteria)	Back to the logical, analytical side
4. How do I plan to make my solutions work?	Planning requires logical and sequential thinking (left)
5. How do I convince others?	Possibly a blend of functions is needed: logic, persuasion, refined communication skills

- All the explanations in the world cannot take the place of a bit of practice. So, have fun working on the following problems - and of course, coming up with workable solutions.
- Incidentally, how do we know when a solution is possible? We set **criteria** such as:
  - How much will this cost?
  - Who will and can do this?
  - How much time will it take?
  - Is it fair to everybody?
- Your teacher may ask you to work in **smaller groups**. Remember to:
  - follow the steps set out in the table above
  - listen to each other
  - respect different opinions
  - keep within the time limit

## Assessment

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Learning outcomes(LOs)
LO 3
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Solving a problem

## **LIFE ORIENTATION**

### **Grade 9**

## **THINKING SKILLS**

### **Module 6**

## **SOLVING A PROBLEM**

### **WHAT A SHOCKING WASTE!**

(Excerpt taken from "*The School Times*" a newspaper who specialises in news about schools)

I visited a well-known school in a relatively upmarket community to deliver a parcel of books. From the outside the school made quite an impression, it had large columns, big windows and impressive doors. The first problem was that the windows did not reflect shiny, happy faces. It reflected stains and pieces of gum and I could see empty cans standing inside the classes on the window sills. Inside the trend continued. The steps were littered with pieces of papers, empty cool drink tins, torn wrappers and sachets. It was dusty too and some marks looked well-entrenched on the stairs and even on the walls. Inside the class that I was looking for, some chairs were lying on their sides, tables were scattered, pieces of paper decorated the dusty floor. The desks were festooned with witty and obscene graffiti. I wondered if this place reflected the state of mind of the inhabitants of this institution?

*(The rest of the letter was cut - Ed.)*

**Your turn!**

Follow the steps to see if you can come up with some workable solutions.

1. What is the real problem?
2. What possibilities and solutions are there?
3. Which ideas may work? (What criteria will we use?)
4. The plan of action:

Here you should answer the questions:

- Who is going to do it?
  - When is it going to be done?
  - How are we going to get the money?
  - How will we know it was a success?
5. How are we going to convince others?

(It is important to get the co-operation and help of others.)

### **Afterwards...**

Share the ideas of the different groups. Are there any ideas which you can apply to your specific school?

[LO 3.6]

### **Assessment**

Learning outcomes(LOs)
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### LO 3

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Learning style

## **LIFE ORIENTATION**

**Grade 9**

## **MY FUTURE CAREER**

### **Module 7**

## **LEARNING STYLE**

### **Types of learning styles**

One of the first things that show you what kind of person you are, is the preference (style) you have with regard to how you learn. If you know what learning style you prefer, you can develop ways in which to compensate for your weak points and to develop your strong points.

Learning styles are, therefore, simply different approaches to learning.

#### **1. Visual learners**

- Learn by seeing
- Want to see the educator's facial expression or body language
- Enjoy sitting in the front row of the class
- Like making notes in class
- Think in pictures
- Often learn best by using diagrams, pictures, the overhead projector, videos, etc.

#### **2. Auditive learners**

- Learn by listening
- Like to listen and to participate in discussions in class



- Learn by taking notice of tone of voice, pitch and tempo at which the educator speaks
- Benefit by reading texts loudly and by using a tape recorder.

### **3. Tactile or Kinesthetic learners**

- Learn by moving, doing or touching
- Learn by exploring things – a “doing” approach
- Become restless if they have to sit still for too long.

## **What is my Learning Style?**

### **Directions:**

Tick the boxes that describe you best. The list with the most ticks should indicate your dominant learning style.

### **List 1 – Visual Learning style (See)**

1. ask for verbal instructions to be repeated
2. watch speaker’s facial expressions and body language
3. like to take notes that can be checked later
4. remember best by writing down facts over and over a few times or by drawing diagrams or pictures
5. spell well
6. turn up the volume of the radio or TV
7. do not follow verbal instructions

8. like information to be presented visually (e.g. when it is written on the blackboard)
9. am good at drawing graphs, maps and other visual representations
10. can understand and follow directions on maps quite easily
11. believe that the best way to remember something is by means of a mental image
12. follow written instructions better than verbal instructions
13. am good with puzzles
14. often hear the words of a song incorrectly
15. am good at visual arts (drawing, painting, etc.)

**List 2 – Auditive Learning style (Hear) or Audile**

1. follow oral directions better than written instructions
2. would rather listen to a lecture than read up on a subject
3. understand better when it is read out loudly
4. struggle to keep work books neat
5. prefer to listen to the radio rather than to read the newspaper
6. sing, hum or whistle frequently
7. do not like to read from a greyish computer monitor
8. find it easy to distinguish between similar sounds
9. need to have maps, graphs and diagrams explained

10. enjoy talking to other people
11. talk to myself
12. chant when learning
13. would rather listen to music than look at paintings
14. often use finger as pointer when reading
15. like to tell stories, jokes and comparisons in order to illustrate a point.

**List 3 – Tactile or Kinesthetic Learning style**

1. frequently touch objects
2. collect things
3. talk rapidly, gesticulate
4. fidget all the time (play with pen, keys, etc.)
5. good at sport
6. take things apart, put them together again
7. prefer to stand while working
8. like background music while working
9. enjoy working with hands – making things
10. like to chew gum – to eat in class
11. learn by moving and exploring the environment
12. may be regarded as being hyperactive

13. am good at finding direction

14. touch other people frequently (hug, etc.)

15. prefer to do things on own, rather than to watch a demonstration or to read from a book

### **ACTIVITY:**

1. What is your learning style?

2. Which strategies (methods) can you use to study more effectively?

- Research of Providers of Funds for Study and Career Purposes
- Post-school (tertiary) training is very expensive. It is often the high cost of training that prevents us from following the career that we have always dreamt of.

However, there are ways of overcoming this stumbling-block. If we seek information on how to obtain funds for our studies in time, we can save ourselves and our parents a great deal of worry.

Here are a few hints:

#### **1)First of all you must examine your own situation**

a) Has provision already been made for studies? Parents sometimes take out study insurance policies for their children as a means of providing for their future studies. Have your parents done this?

b) If your parents have made provision, is it sufficient to cover the costs of the course you intend to follow? Costs often rise so rapidly that a policy that was taken out a few years before is no longer sufficient to cover all the costs.

c) If your affairs are all in order, you have no reason to worry any further. However, if no money has been put aside for this purpose, or if the available funds are insufficient, you will have to make further plans. A proper education is simply too important to allow it to fall by the wayside.

## **2)What can you do about the situation?**

a) You can postpone your studies and work for a while in order to save up some money.

b) You can study part time and work part time, so that you can help to cover some of the costs. This option demands a great deal of self-knowledge, because it takes tremendous self-discipline to earn money and to feel independent, but still to be so dedicated that you are willing to use your time and money to carry on with your studies. You might not attend classes now, or you may be working for part of the day and attending lectures during other times of the day. Now you must decide on your own how to manage your time and stick to an effective schedule.

c) You can apply for financial assistance in order to finance your studies.

## **3)Financing your studies**

There are different possibilities that you can try:

### **a)Study bursaries**

- It is financial assistance that is granted to a student on the grounds of excellent achievement.
- There are usually no work or repayment obligations for the student.
- Study bursaries are more readily available in certain fields of study such as chemistry, engineering and commerce.

#### b)Bursary loans

- You can apply for a bursary.
- It is financial assistance that is given to a student so that he / she can train or study for a profession.
- An applicant is usually expected to have a good academic record and really to need the financial help.
- There is usually some obligation connected to a bursary loan. A student is usually expected to work for the institution that provided the bursary for a certain period, or to repay the amount after completion of his / her studies.

#### c)Loans

- Your parents make a loan from a bank.
- A loan is granted on the grounds of your parents' relationship with the bank where they do their business.
- A loan must always be repaid after the studies have been completed.
- [LO 5.1]
- 
- 

## Assessment

<b>LEARNING OUTCOME 5:</b>
orientation to the world of workThe learner will be able to make informed decisions about further study and career choices.
<b>ASSESSMENT STANDARDS:</b> We know this when the learner:

5.1 researches study and career funding providers;

5.2 motivates own career and study choices;

5.3 critically reflects and reports on opportunities in the workplace;

5.4 discusses rights and responsibilities in the workplace;

5.5 outlines a plan for own lifelong learning.

Personality traits

## **LIFE ORIENTATION**

### **Grade 9**

## **MY FUTURE CAREER**

### **Module 8**

## **PERSONALITY TRAITS**

### **The Motivation of one's own Career and Study Choices**

#### **Self-knowledge**

In order to make the proper choices, you need a thorough knowledge of yourself. The following aspects about yourself must be examined carefully:

Personality

Interests

Aptitude / Ability / Skills

Academic profile (achievement)

Values

#### **Personality**

One's personality has to do with one's choices with regard to how one lives:



- in the world outside oneself, among other people (social)
- within oneself (how one processes information and makes decisions)
- the type of environment in which one feels most at ease

Judge your own personality traits by making a cross in the relevant box according to the 3-point scale.

Interpret the 4-point scale like this:

1. Not at all like me
2. A bit like me
3. Quite like me
4. Definitely like me

PERSONALITY	1	2	3	4	5	6	7
Natural, sincere, humble, down-to-earth							
Determined – do not give up easily							
Shy – find it difficult to speak to strangers							
Systematic – follow a plan step by step							
Tactful – say and do things without hurting others							
Persuasive – can make							

other people change opinion							
Tolerant – can handle other people’s demands							
Cooperative – work together in a group quite easily							
Understanding – acknowledge other people’s feelings and points of view							
Social – enjoy being with other people							
Independent – don’t do things to please other people							
Domineering – expect that other people will do what you want							
A follower – do what other people want							
Accurate – do things right the first time							
Ambitious – want to do things and achieve something in life							
Self-confident – believe							

in and trust yourself							
Impulsive – act before you think							
Creative – have bright ideas							
Responsible – can make decisions and accept consequences							
Adaptable – can adapt easily to new circumstances							

**Summary: Personality traits**

Make a list of your personality traits. Give the list to a friend who knows you well, and see whether he or she agrees with you.

YOUR LIST	YOUR FRIEND'S LIST
1.	
2.	
3.	
4.	

5.	
6.	
7.	
8.	
9.	
10.	

## **Assessment**

### **LEARNING OUTCOME 5:**

orientation to the world of work

The learner will be able to make informed decisions about further study and career choices.

**ASSESSMENT STANDARDS:** We know this when the learner:

5.1 researches study and career funding providers;

5.2 motivates own career and study choices;

5.3 critically reflects and reports on opportunities in the workplace;

5.4 discusses rights and responsibilities in the workplace;

5.5 outlines a plan for own lifelong learning.

Interests

## LIFE ORIENTATION

### Grade 9

## MY FUTURE CAREER

### Module 9

## INTERESTS

Interests

Your interests are the things you like and are the things that you enjoy doing. Your school learning areas should consist of subjects in which you are really interested.

Complete the questions in the questionnaire below by using the following scale:

I have **no** interest in it: **1**

I have a **slight** interest in it: **2**

I have a **reasonable** interest in it: **3**

I have a **very strong** interest in it: **4**

Work with figures	7	6	5	4	3	2	1

Work carefully							
Work accurately							
Think logically							
Good at spotting an error							
Work with a good plan							
<b>Problem solving</b>							
Think logically							
Use common sense when reflecting on things							
Can reason well							
Can use information well							
Use principles and rules in solving problems							
<b>Practical ability</b>							
Like working with hands							
Am able to think of a plan to get something done							
Can easily repair machines, radios and other items							

Can make clothes or do other needlework and mending							
Like cooking							
<b>Art</b>							
Design items							
Create new things and ideas							
Use imagination							
Sensitive							
Intuitive							
<b>Speaking and writing</b>							
Am able to communicate and reason well							
Perform with confidence							
Can influence others							
Can write creatively							
Can solve interpersonal problems							
<b>Working with people</b>							
Helpful							
Like to explain / show							






Have you acquired any other knowledge already? Do you sometimes help your parents with something? Have you already followed a course somewhere else?

### Assessment

<b>LEARNING OUTCOME 5:</b>
orientation to the world of workThe learner will be able to make informed decisions about further study and career choices.
<b>ASSESSMENT STANDARDS:</b> We know this when the learner:
5.1 researches study and career funding providers;
5.2 motivates own career and study choices;
5.3 critically reflects and reports on opportunities in the workplace;
5.4 discusses rights and responsibilities in the workplace;
5.5 outlines a plan for own lifelong learning.

Aptitude/Abilities

## LIFE ORIENTATION

### Grade 9

## MY FUTURE CAREER

### Module 10

## APTITUDE/ABILITIES

Aptitude/Ability

What are the things that you can do well?

Judge your abilities according to the 4-point scale below. Interpret the scale values as follows:

**4:** I have a *very strong* aptitude for it.

**3:** I have a *reasonably strong* aptitude for it.

**2:** I *don't really* have an aptitude for it.

**1:** I have *no* aptitude for it.

Work with figures	7	6	5	4	3	2	1
Work carefully							

Work accurately							
Think logically							
Good at spotting an error							
Work with a good plan							

<b>Problem solving</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Think logically							
Use common sense when reflecting on things							
Can reason well							
Can use information well							
Use principles and rules in solving problems							

<b>Practical ability</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Like working with hands							
Am able to think of a plan to get something done							
Can easily repair machines, radios and other items							
Can make clothes or do other needlework and mending							

<b>Speaking and writing</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Am able to communicate and reason well							
Perform with confidence							
Can influence others							
Can write creatively							
Can solve interpersonal problems							

<b>Working with people</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Helpful							
Like to explain / show others how to do something							
Will admonish others							
Show affection to others around you							
Can make people change their opinion							

### Academic Profile

In order to attempt to determine our aptitude further, we are going to keep a record of our achievements in our various learning areas.

Write your learning areas in the table below, and then write down your achievements in each of the learning areas, as indicated.

<b>LEARNING AREAS</b>	<b>End Grade 8</b>	<b>Grade 9Term 1</b>	<b>Grade 9Term 2</b>	<b>Grade 9Term 3</b>	<b>Grade 9Term 4</b>


### Informal knowledge

Have you acquired any other knowledge already? Do you sometimes help your parents with something? Have you already followed a course somewhere else?

### Assessment

<b>LEARNING OUTCOME 5:</b>
orientation to the world of workThe learner will be able to make informed decisions about further study and career choices.
<b>ASSESSMENT STANDARDS:</b> We know this when the learner:
5.1 researches study and career funding providers;
5.2 motivates own career and study choices;
5.3 critically reflects and reports on opportunities in the workplace;
5.4 discusses rights and responsibilities in the workplace;
5.5 outlines a plan for own lifelong learning.

Values

## **LIFE ORIENTATION**

**Grade 9**

## **MY FUTURE CAREER**

### **Module 11**

## **VALUES**

### **Values**

Determining our personal values is a very important part of our future success and happiness. Our values are how we feel about what is done in the particular job and the contribution it makes to society. It also includes the conditions in which we work, for instance whether it is done indoors or out of doors, as well as what we can earn in the specific occupation (the income potential).

Let us take a look at your personal values. Judge them according to the 4-point scale with the following values:

**1:** not at all like me

**2:** slightly like me

**3:** quite a bit like me

**4:** definitely like me

VALUES	4	3	2	1
Want to contribute to improving the world in which we live				
Want to help people with their problems				
Want to cooperate with other people as part of a group				
Want to work alone				
Want to compete with other people				
Want to be able to make own decisions				
Want to work under pressure (work against time)				
Want to change other people's attitudes and opinions				
Want to be involved in the quest for knowledge and understanding				
Want to be involved in art, music and drama				
Want to study and appreciate the beauty of objects				
Want to supervise other people's work				
Like activities that are constantly changing				
Would like to work with information				



Want to be sure of work routine and duties				
Would like to design new methods and programmes				
Like situations where accuracy is of utmost importance				
Want people to notice your contribution				
Want to experience excitement in your work all the time				
Want to know that you will earn lots of money				

## Assessment

### LEARNING OUTCOME 5:

orientation to the world of work

The learner will be able to make informed decisions about further study and career choices.

**ASSESSMENT STANDARDS:** We know this when the learner:

5.1 researches study and career funding providers;

5.2 motivates own career and study choices;

5.3 critically reflects and reports on opportunities in the workplace;

5.4 discusses rights and responsibilities in the workplace;

5.5 outlines a plan for own lifelong learning.

Reflect critically

## **LIFE ORIENTATION**

### **Grade 9**

## **MY FUTURE CAREER**

### **Module 13**

## **Reflect Critically and Report on Opportunities in the Workplace**

### **ACTIVITY:**

Work in small groups of three or four. Page through some magazines and cut out pictures of men and women with whom you can associate certain occupations or professions. Paste these pictures on A4 sheets of paper and show them to the rest of the class. They must guess what these pictures represent..

- Choose some of these occupations in which many of you are interested and decide which group will do a little more research on which specific occupation. Each group will now have to arrange an interview with someone who is following a career in the occupation that has been selected for research.
- When the questionnaire has been completed, the groups must give feedback so that everyone can learn more about the opportunities that exist for specific occupations in the workplace.
- Use the following questionnaire for your interview:

Interview questionnaire

Name \_\_\_\_\_

Type of work \_\_\_\_\_

What do you do in your work? \_\_\_\_\_

What hours do you work? \_\_\_\_\_

Why have you chosen this work? \_\_\_\_\_

What do you like about your work?

1. \_\_\_\_\_

2. \_\_\_\_\_

What don't you like about your work?

1. \_\_\_\_\_

2. \_\_\_\_\_

What are the qualities required in a person who wants to do this work?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Are there still enough opportunities for work in this field?

\_\_\_\_\_

[LO 5.3]

## **Assessment**

**LEARNING OUTCOME 5:**

orientation to the world of workThe learner will be able to make informed decisions about further study and career choices.

**ASSESSMENT STANDARDS:** We know this when the learner:

5.1 researches study and career funding providers;

5.2 motivates own career and study choices;

5.3 critically reflects and reports on opportunities in the workplace;

5.4 discusses rights and responsibilities in the workplace;

5.5 outlines a plan for own lifelong learning.

SA rights and responsibilities

## **LIFE ORIENTATION**

### **Grade 9**

## **MY FUTURE CAREER**

### **Module 14**

#### **Sa Rights And Responsibilities In The Workplace**

In the South African Constitution certain rights have been entrenched to which we as South African citizens may lay claim. These rights are also applicable in our workplace, because the Constitution has set up certain rules to which our employers must adhere so that our rights as employees may be safeguarded.

You probably realize that all rights also imply responsibilities. If we are entitled to a specific privilege, it is also our duty not to misuse that privilege. Let us use the school as an example. Learners have the right to stay away from school if they are ill. However, we can't stay away from school for a whole week and then simply return without having kept up with the work that was done during our absence. It is a learner's duty to find out what was done in his/her absence, and then to catch up the work on his/her own. It is the learner's responsibility. The same applies to the situation in the workplace.

RIGHTS	RESPONSIBILITIES

1. Work 40 hours a week.	
2. 5 days sick leave per annum.	
3. Earn a certain minimum wage.	
4. When an employee is dismissed there must be a valid reason therefore; and a written warning must be given before dismissal.	

## ACTIVITY:

Here are a few general rights to which an employee can lay claim. Working in your groups, fill in the responsibilities that you as employers would have regarding each right:

Complete the responsibility of the employer regarding the employee's rights in each instance:

[LO 5.3]

## Assessment

### LEARNING OUTCOME 5:

orientation to the world of work

The learner will be able to make informed decisions about further study and career choices.

**ASSESSMENT STANDARDS:** We know this when the learner:

5.1 researches study and career funding providers;

5.2 motivates own career and study choices;

5.3 critically reflects and reports on opportunities in the workplace;

5.4 discusses rights and responsibilities in the workplace;

5.5 outlines a plan for own lifelong learning.

A personal plan for lifelong learning

## **LIFE ORIENTATION**

### **Grade 9**

## **MY FUTURE CAREER**

### **Module 15**

#### **A Personal Plan for Lifelong Learning**

Formulate a personal plan to enable you to achieve your lifelong full potential as a productive person contributing to society.

Now (age 15):

---

—

In 5 years time (20):

---

In 10 years time (25):

---

In 20 years time (35):

---

In 30 years time (45)

---

In 40 years time (55):

---

In 50 years time (65):

---



In 60 years time (75):

---

[LO 5.5]

## **Assessment**

### **LEARNING OUTCOME 5:**

orientation to the world of work

The learner will be able to make informed decisions about further study and career choices.

**ASSESSMENT STANDARDS:** We know this when the learner:

5.1 researches study and career funding providers;

5.2 motivates own career and study choices;

5.3 critically reflects and reports on opportunities in the workplace;

5.4 discusses rights and responsibilities in the workplace;

5.5 outlines a plan for own lifelong learning.

Educational/Training institutions

## **LIFE ORIENTATION**

### **Grade 9**

## **MY FUTURE CAREER**

### **Module 16**

## **EDUCATIONAL/TRAINING INSTITUTIONS**

### **Educational/Training Institutions**

#### **1. University**

Courses are more theoretical.

A university training is suitable for the abstract thinker who is looking for a broader knowledge foundation on which to build.

Most professional vocations require university study (doctor, dentist, lawyer, teacher, etc.).

There are strict minimum requirements for admission, and each department has its own requirements.

Matriculation exemption is required.

Degrees and diplomas are obtained at a university.

#### **2. Technikon**

Emphasis is on both theory and practice.

Training for most specialized vocations can be done at a technikon.

Diplomas and technical degrees can be obtained.

Matriculation exemption is not necessary for admission.

Each department has its own entrance requirements.

### **3. College**

A college is for the person who would like to obtain an academic qualification, but who wants to develop technical skills that are required by the labour market at the same time.

Courses are both theoretical and practical.

Entrepreneurship forms part of most courses.

Certificates and diplomas can be obtained.

Matriculation exemption is not required for admission.

### **How do I choose my learning areas?**

- Which learning areas do I enjoy?
- Which learning areas am I good at?
- In which learning areas am I interested?
- What do I want to do after school?
- Which learning areas do I need for that?
- Do I require matriculation exemption?

### **Broad guidelines:**

Mathematics, Science, Biology for scientific field:

doctor

engineer

technician

technologist

programmer

Economics, Mathematics, Accountancy for business field:

Marketer

accountant

insurance broker

Computer Typing, Business Economics, Economics, Accountancy for business field:

Secretary

business management

administrative clerks

Computer Typing, Business Economics, Economics, Accountancy for business field:

Secretary

business management

administrative clerks

History, Geography, Art, Drama, Languages for humanities:

Chef

actor / artist

teacher

psychologist

social worker

interior decorator

### **What is matriculation exemption?**

- Learning areas for matric can be on higher Grade or Standard Grade.
- Higher grade subjects are calculated out of 400, and demand a great deal of insight.
- Higher grade subjects require 40% for a pass.
- 
- Standard grade subjects count out of 300 and are based to a great degree on reproducing knowledge.
- Standard grade subjects require 33,3% for a pass.
- One needs the following subject combination for matriculation exemption:
  - Two official languages, both on HG.
  - Two more subjects on HG, both from groups other than the languages
  - In other words, 4 HG subjects from 3 different groups
- The 6 subjects must be selected from 4 different groups
- Ask the guidance teacher to explain the groups (A-F) of the subjects that are offered at your school.

### **Profile page**

Draw up a profile of yourself based on all the information that you have already gathered of yourself.

PERSONALITY

INTERESTS

BEST LEARNING AREAS AND OTHER KNOWLEDGE

VALUES

OCCUPATIONS OF MY CHOICE

Do the occupations suit your qualities as you have indicated? Give reasons for your answer.

1.

2.

3.

Where will you have to study if you want to follow this career?

Which learning areas will you have to follow in Grade 10-12 if you want to have this vocation?

1.

2.

3.

4.

5.

**Rubric**

DESCRIPTION	CODE
Complete understanding of the relationship between different components of person, intelligence, subject choice, occupation and educational / training institution	4
Good understanding of the relationship between different components of person, intelligence, subject choice, occupation and educational / training institution	3
A measure of understanding of the relationship between different components of person, intelligence, subject choice, occupation and educational / training institution	2
No understanding of the relationship between different components of person, intelligence, subject choice, occupation and educational / training institution	1

[LO 5.2]

## Assessment

<b>LEARNING OUTCOME 5:</b>
orientation to the world of workThe learner will be able to make informed decisions about further study and career choices.
<b>ASSESSMENT STANDARDS:</b> We know this when the learner:
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5.3 critically reflects and reports on opportunities in the workplace;

5.4 discusses rights and responsibilities in the workplace;

5.5 outlines a plan for own lifelong learning.



Indicators of physical ability

## **LIFE ORIENTATION**

### **Grade 9**

## **FITNESS LEVEL AND MOBILITY**

### **Module 17**

## **INDICATORS OF PHYSICAL ABILITY**

### **Activity:**

**To distinguish between fitness level and mobility as indicators of physical ability**

**[LO 4.2, 4.3]**

In this module we will be looking at two aspects of our bodies, namely our *fitness level* and our *mobility*.

*Fitness level* has to do with endurance, power and flexibility. In the following activity you will be given the opportunity to do specific exercises which will give you an indication of your fitness level. You will also be given the opportunity to develop a programme which will help you to improve your fitness level. Thereafter you will be able to implement the programme and in the end you will be able to determine the success of the programme.

- In the meantime you must write down FIVE exercises that you think will be suitable to determine your fitness level.

- Now write down FIVE exercises that you would include in a programme for your own fitness.

*Mobility* indicates the ability to use your body to do something. For instance, it could involve your ability to move in a certain direction, to change direction, to rotate, to move up and down while moving your arms and legs in order to do something like throwing, catching or kicking a ball without losing your balance.

You could think of games you played during break times in primary school, or athletics and other kinds of sport. While doing these activities you make certain demands on your body with regard to mobility.

- 
- Write down FIVE examples of activities that you think make exceptional demands on your mobility.
- Write down FIVE exercises that you think should be included in a programme to develop mobility.

## **Assessment**

### **Learning outcomes (LOs)**

#### **LO 4**

#### **Physical development and movement**

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

#### **Assessment standards (ASs)**

*We know this when the learner :*

4.2 refines and evaluates own and peer move

ment performance including rotation, balance and elevation;

4.3 assesses own physical wellness level and sets personal goals for improvement;

4.4 critically evaluates and executes a game plan for individual or team sport;

4.5 reports on and discusses sport ethics.

Assessing your mobility

## **LIFE ORIENTATION**

### **Grade 9**

## **FITNESS LEVEL AND MOBILITY**

### **Module 18**

## **ASSESSING YOUR MOBILITY**

### **Activity:**

**To assess yourself in terms of your mobility**

### **[LO 4.3]**

- As part of this activity your teacher will give you the opportunity to participate in a number of activities. Assess yourself all the time by indicating how you think you have coped. You can also ask the other members of the group to help you in your assessment.
- Here are some activities that are suitable for this purpose. Enjoy yourself!

### **1.Activities using small apparatus**

- Skipping

- First skip alone with a short rope and then in a group with a long rope.
- Hoop
  - Balance the hoop on one finger (test balance).
  - Rotate hoop around the waist (test rhythm).
  - Use the hoop as if it were a skipping-rope (test coordination).
- Ball skills: Use balls of different sizes and weights.
  - Roll
  - Throw
  - Catch
  - Kick
  - Bounce

**ASSESSMENT: Give yourself a score out of 4 (4 is excellent).**

Aspect of mobility	1	2	3	4
Balance				
Rhythm				
Coordination				

## 2.Athletics activities

High jump (tests elevation)

Long jump (tests elevation)

Hop, skip and jump (tests elevation)

Sprinting

Relay sprinting

### **ASSESSMENT:**

<b>Aspect of mobility</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Balance				
Rhythm				
Coordination				
Elevation				
Changing direction				
Changing direction				

### **3.Team games**

Volleyball (footwork, agility, hitting a ball, timing)

Netball or corfball (placing of feet, moving into spaces, goal shooting)

Cricket (bowling, batting and fielding)

Soccer (ball control, agility, shooting goals)

Rugby (ball control, power, agility, kicking)

Tennis (footwork, agility, hitting a ball, timing)

## **ASSESSMENT**

<b>Aspect of mobility (skills)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Balance				
Rhythm				
Coordination				
Elevation				
Changing direction				
Rotation				

**[LO 4.3]**

## **Assessment**

**Learning outcomes (LOs)**

### **LO 4**

#### **Physical development and movement**

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## **Assessment standards (ASs)**

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4.2 refines and evaluates own and peer move

ment performance including rotation, balance and elevation;

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4.4 critically evaluates and executes a game plan for individual or team sport;

4.5 reports on and discusses sport ethics.



Design an obstacle course

## **LIFE ORIENTATION**

### **Grade 9**

## **FITNESS LEVEL AND MOBILITY**

### **Module 19**

## **DESIGN AN OBSTACLE COURSE**

### **Activity:**

**To design an obstacle course and to determine the skills needed to complete the course within a certain time limit**

### **[LO 4.4]**

- Use a clean page to draw your own design for an obstacle course. Add labels and use a key to show what kind of skills or fitness will be tested. The following specifications must be included:
  - There must be at least one climbing activity.
  - There must be at least one crawling activity. (tunnel)
  - You must use a ladder. (upright or flat)
  - You must use ropes.
  - A ball must be carried by the players for at least 10 metres.
  - Set a reasonable time limit.

Explain your safety measures.

## **Assessment**

### **Learning outcomes (LOs)**

#### **LO 4**

##### **Physical development and movement**

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

##### **Assessment standards (ASs)**

*We know this when the learner :*

4.2 refines and evaluates own and peer move

ment performance including rotation, balance and elevation;

4.3 assesses own physical wellness level and sets personal goals for improvement;

4.4 critically evaluates and executes a game plan for individual or team sport;

4.5 reports on and discusses sport ethics.

Improving physical fitness level

## **LIFE ORIENTATION**

### **Grade 9**

## **FITNESS LEVEL AND MOBILITY**

### **Module 20**

## **PROGRAMME FOR IMPROVING PHYSICAL MOBILITY AND FITNESS LEVEL**

### **Activity:**

**To develop and implement a programme for the improvement of physical mobility and the improvement of the general fitness level**

### **[LO 4.2, 4.3]**

You have learnt a lot in this module about physical development. You have evaluated the fitness and abilities of your own body and you might have discovered that there is room for improvement.

- Now you must design a programme for the improvement of your own mobility and fitness. The following aspects, among others, should be indicated:

the purpose of the programme;

the duration of the programme (e.g. three months), how regularly you will exercise (e.g. every day, every second day, etc.), and when progress will be

measured;

the exercises, the reason for each, as well as the duration of each;

instruments with which to measure progress.

**ASSESSMENT :**

	1	2	3	4	5	6	7
<ul style="list-style-type: none"> <li>• Basic design</li> </ul>							
<ul style="list-style-type: none"> <li>• Success of implementation</li> </ul>							

- 
- This assessment must be done after implementation of the programme

<ul style="list-style-type: none"> <li>• Basic design</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> </ul>	<ul style="list-style-type: none"> <li>• 3</li> </ul>	<ul style="list-style-type: none"> <li>• 4</li> </ul>
<ul style="list-style-type: none"> <li>• Success of</li> </ul>				

implementation				
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## **Assessment**

### **Learning outcomes (LOs)**

#### **LO 4**

#### **Physical development and movement**

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

#### **Assessment standards (ASs)**

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ment performance including rotation, balance and elevation;

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4.4 critically evaluates and executes a game plan for individual or team sport;

4.5 reports on and discusses sport ethics.

Gender equality in sport

## **LIFE ORIENTATION**

### **Grade 9**

## **PHYSICAL FITNESS AND MOBILITY**

### **Module 21**

## **GENDER EQUALITY IN SPORT**

Activity:

To investigate gender equality in specific sports and to report about it

[LO 4.5]

Research assignment:

- Compile a list of all the well-known South African sports. Indicate which of these sports are practised mainly by men and which mainly by women. Then select two of these “gender-linked” sports and examine them with regard to the following:

Reasons why this sport is practised mainly by members of a particular gender.

What measure of interest is shown in this particular sport by members of the other gender.

Whether any attempts have already been made to achieve a greater degree of gender equality in these sports, and, if there have been such attempts, which obstacles still exist.

What, in your opinion, should be done in this regard.

## **Assessment**

### **Learning outcomes (LOs)**

#### **LO 4**

##### **Physical development and movement**

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

##### **Assessment standards (ASs)**

*We know this when the learner :*

4.2 refines and evaluates own and peer move

ment performance including rotation, balance and elevation;

4.3 assesses own physical wellness level and sets personal goals for improvement;

4.4 critically evaluates and executes a game plan for individual or team sport;

4.5 reports on and discusses sport ethics.

The choice of a personal diet

## **LIFE ORIENTATION**

### **Grade 9**

## **GOOD HEALTH AND SOCIAL DEVELOPMENT**

### **Module 22**

## **THE CHOICE OF A PERSONAL DIET**

### **Activity:**

**To illustrate and evaluate the influence of ecological, social, economic and political factors on the choice of a personal diet**

### **[LO 1.1]**

### **Group work**

#### **Preliminary Assignment:**

The preliminary assignment must be done by all the learners. They should be asked to bring newspapers, magazines and leaflets to school, especially leaflets advertising the “Specials” of restaurants and supermarkets. The lifestyle supplements of newspapers are also very useful, so they should try to bring as many of them as possible as well.

Glue and scissors are also required, so they must bring them along.



The class divides into groups of 4 – 6 learners each. Each group is given an A3 (or larger) page of newsprint or manila cardboard.

### Step 1

Cut out pictures or words depicting the food you like best, but also the food you eat most, that is, the meals you normally eat at home, the snacks you eat in between, special dishes you order when you go out to a restaurant, and the take-always you normally buy. Make a collage on the poster according to your own taste, but bear in mind that the pictures must represent the preferences of the whole group equally. Each member of the group must cut out the letters of his or her name in a variety of type faces from the newspapers and magazines and paste them onto the collage as well.

### Step 2

Each group now completes the table below. It is important that you discuss and justify your answers fully.

Take each item of food in your collage and discuss whether the reason for choosing it is:

- ecological – it is good for the environment
- social – it is fashionable
- economic – it is cheaper than alternatives
- cultural – people like us do it
- political – the government says we should

Once you have made a decision in your group write the type of food in the appropriate column in the table. The first one has been done as an example.

<b>Ecological</b>	<b>Social</b>	<b>Economic</b>	<b>Cultural</b>	<b>Political</b>
e.g. free	e.g.	e.g. brown	e.g.	e.g.

range eggs	Steersburger	bread	magou	garlic

The choices used as examples can, for instance, be justified in the group discussion as follows:

I choose to eat the eggs that come from free-range chickens, because I don't like the idea of chickens being kept in batteries.

I buy Steersburgers when I go out to lunch with my friends after the athletics meeting.

My mother says I must always buy brown bread, because it is cheaper than white bread.

I drink Magou because in my family we have always done it.

I started eating garlic because an ANC Minister of Health said that it prevents Aids.

Each learner now works alone to complete the individual table given below.

How will you classify the food that you eat regularly, or that you possibly want to eat but don't for some reason or another? Think of your normal breakfast, school lunch, dinner, supper, or food you have on special occasions.

Ecological	Social	Economic	Cultural	Political
<b>TOTAL:</b>				

“Mark” your own column now. Place a tick next to the healthy food, and a cross next to the food that is not good for you. Add the **✓**s and the **x**s and write the total in each column.

## Evaluate yourself:

In which column do you have the most ticks?

What is the reason for this?

In which column do you have the most crosses?

What is the reason for this?

Do you think the way you eat is sufficiently healthy?

How can you change your eating pattern?

Back to the module...

What is good health? It is the joy of a full life because the body, mind and soul are able to function optimally. It is the ideal state in which all living organisms should be. However, we are fully aware that reality and the ideal do not always meet.

There are ways in which to move closer to achieving optimal health. Let us first look at the ordinary things over which we have more or less control. A healthy lifestyle requires a balanced diet, regular exercise, enough sleep and rest, stress handling mechanisms, healthy interpersonal relationships and visits to a health practitioner when necessary.

## **Assessment**

Learning outcomes(LOs)

LO 1

### **Promotion of Health**

The learner will be able to make informed decisions regarding personal, community and environmental health.

### **Assessment standards (ASs)**

*We know this when the learner:*

1.1 illustrates and evaluates the influence of ecological, social, economic, cultural and political factors on own personal choice of diet;

1.2 develops and implements an environmental health programme;

1.4 critically evaluates resources on health information, health services and a range of treatment options, including HIV/AIDS;

1.5 discusses ways to apply insights gained from participating in an activity related to national health or a safety promotion programme.

An environmental health programme

## **LIFE ORIENTATION**

### **Grade 9**

## **GOOD HEALTH AND SOCIAL DEVELOPMENT**

### **Module 23**

## **AN ENVIRONMENTAL HEALTH PROGRAMME**

### **Activity:**

**To plan an environmental health programme and ways to implement it in your community**

### **[LO 1.2]**

#### **Preparation:**

Learners and educators bring regional or local newspapers to school and cut out all the articles that deal with the environment and pollution. For example, they may deal with the pollution of the local river, or air pollution as a result of a coal mine near your town, etc.

#### **Step 1**

In class briefly describe the reports or articles and classify each by writing the classification in red above the piece, e.g. Air Pollution.

#### **Step 2**

Each learner now writes anonymously the risk area that he or she regards as being the most serious of all on a piece of paper. All these notes are placed in a bag. They are then turned out and sorted by topic, and then counted. The issue that appears on most of the notes, determines the subject to be discussed.

### Step 3

Find all the reports that cover the particular subject. Depending on the number of articles and reports on the subject, the learners are divided into groups and each group is given two or more articles and reports if possible.

### Step 4

Read the articles and reports carefully and then complete the questionnaire below:

- What kind of threat to the environment is referred to?
- Who is the “guilty” party in this case?
- Who is suffering the greatest disadvantage?
- How long has the problem existed?
- Is the problem causing any secondary threat or pollution?
- Has there been any attempt on behalf of the “guilty” party to solve the problem?
- Is anyone (a group or an individual) attempting to deal with the matter?
- How is this group or person demonstrating dissatisfaction?

Groups provide feedback on all the questions through the group leader.

### Step 6

Together with the teacher, the groups discuss the matter and further discuss possible ways in which they, as a grade 9 class, can contribute positively towards improving or solving the situation, or at least towards bringing it to the attention of other people. One can consider active, physical involvement, such as cleaning a polluted river, writing a letter to a newspaper, sending a petition to the town council or municipality, or organising a fund-raising event in order to have all the stray dogs vaccinated against rabies. The class can act in more ways than one in order to handle the problem.

## Assessment

Learning outcomes(LOs)
LO 1
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<b>Assessment standards (ASs)</b>
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1.5 discusses ways to apply insights gained from participating in an activity related to national health or a safety promotion programme.

Health services and treatment options

## **LIFE ORIENTATION**

### **Grade 9**

## **GOOD HEALTH AND SOCIAL DEVELOPMENT**

### **Module 24**

## **HEALTH SERVICES AND TREATMENT OPTIONS**

### **Activity 1:**

**To evaluate health information sources, health services and treatment options critically (hiv and aids included)**

### **[LO 1.4]**

- Learners work in pairs and follow an interview / questionnaire method. Collecting information in the shape of reading material, web sites, addresses and contact persons is a very important part of the assignment. At the end of the activity the teacher compiles a file in which all the material that has been collected is stored and used by the learners. Local clinics or hospitals are very good sources of information. The Internet, newspapers, magazines and libraries offer a wealth of information. Also consult the local telephone directory to find out whether there are any organisations in your area that deal with the subject.
-

- The following subjects are written on pieces of paper and placed in a bag. The learners draw one subject per pair from the bag:

HIV and Aids: treatment options

HIV and Aids: sources of information on prevention

HIV and Aids: places of care and counselling

Tuberculosis (TB): prevention and sources of information

Tuberculosis: treatment

Cancer: possibilities for treatment

Cancer: preventative lifestyle

Diabetes: preventative lifestyle

Diabetes: sources of information and possibilities for treatment

First aid and the treatment of burns

Sources of information with regard to the ingestion of poison

Helplines and organisations against domestic abuse

Organisations that support drug addicts and their dependants

The treatment of and possibilities for rehabilitation of drug addicts

Sources of information regarding the prevention of teenage pregnancies

The questionnaire below is completed by each group. It serves as a point of departure for the research.

- Names of research team:
- Research topic:

**Sources consulted:**

Mark and supply address or contact number and contact person where applicable:

<b>SOURCES</b>	<b>ADDRESS/CONTACT NUMBER</b>	<b>Yes/no</b>
Clinic:		
Hospital:		
Library:		
Websites:		
Organisations:		
Periodicals/ Magazines:		
Newspapers:		
Other:		

Who is affected by the condition or the disease?

Is there any information available locally about the matter?

Is the information user friendly?

Are the people you have daily contact with at ease when this topic is discussed?

Have you ever discussed this topic with your parents?

Do you feel that your friends ought to know more about this topic?

Would you yourself like to know more about this topic?

Do you know anyone in the community who has been affected by this condition?

**Self assessment:**

Think very carefully about the questions and then give yourself a mark out of four each time. Be honest. Add up your marks to get a total out of 20.

I have obtained many facts.	
I have consulted quite a number of sources.	
I have gained new insight into the condition.	
My team mate and I worked together well.	
I acted “professionally” towards the people I questioned.	

Total out of 20:

## **Activity 2:**

**This assignment develops from the research programme done in activity 1.**

### **[LO 1.5]**

#### Step 1

Each pair of learners is given two minutes in which to tell the class more about their research project. The presentation must aim at persuading the other learners to make a contribution to the school and their environment, or by becoming involved with existing organisations.

#### Step 2

As part of the “propaganda campaign” the learners exhibit their research projects, and other learners are given the opportunity to examine each other’s work and to question the project leaders.

#### Step 3

Learners have the opportunity to vote for the project that they feel is in most urgent need of their attention and to which they will be able to make the most significant difference. Each learner votes anonymously.

Votes are counted and the winning topic is announced. If two topics draw an equal number of votes, the learners can vote again, or decide to investigate more than one project.

#### Step 4

Once consensus has been reached on the topic to be investigated, possible plans of action could be brainstormed in order to decide how learners can

make a contribution. The group leaders of the relevant topic can join the teacher in taking the lead.

### **Hints:**

- Invite a guest speaker who is an expert in the field in which you are interested.
- Announce a general awareness day in your school with regard to the project or participate in something like an international HIV and Aids day by wearing a red ribbon.
- Invite the local newspaper to such an event.
- 

**The following contact numbers or websites may be useful:**

[www.health24.co.za](http://www.health24.co.za)

DISA: (011)-787-1222 Council on sex guidance and drug abuse

SADA (South Africa Diabetes Association) (011) 792-9888 Johannesburg, (021) 425 4440 Cape Town, e-mail [national@diabetessa.co.za](mailto:national@diabetessa.co.za)

[www.childrenwithdiabetes.com](http://www.childrenwithdiabetes.com)

[www.sahealthinfo.org](http://www.sahealthinfo.org)

### **Assessment**

Learning outcomes(LOs)
LO 1

**Promotion of Health**The learner will be able to make informed decisions regarding personal, community and environmental health.

**Assessment standards (ASs)**

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Community rights and personal preferences

## **LIFE ORIENTATION**

### **Grade 9**

## **GOOD HEALTH AND SOCIAL DEVELOPMENT**

### **Module 25**

## **COMMUNITY RIGHTS AND PERSONAL PREFERENCES**

### **Activity:**

**Learners debate matters concerning community rights and personal preferences**

### **[LO 2.1]**

Learners are split up into groups of 5 to 7 and hold an organised “demonstration” related to a specific issue.

### **Remember:**

It is important for them to follow the proper procedures.

Consensus must be reached about the matter at hand.

The principal’s permission must be obtained before such a demonstration may be held.

Hold the demonstration on the sports grounds – preferably with the full knowledge of the parents, so that any potential misunderstandings may be avoided.

**A demonstration is only held if all possible attempts at negotiation have failed.**

## **Step 1**

Each group selects a subject or topic about which they want to hold a demonstration. Try to keep to positive subjects that involve the larger community, e.g. Making more money available to state hospitals, or making antiretroviral medicine available to rape victims.

## **Step 2**

Discuss the topic with each other and try to pinpoint the most important issues.

Each member of the group makes a poster with a slogan.

Choose a suitable accessory, e.g. a blue T-shirt or dark glasses that can be worn by all the demonstrators.

Compose a slogan that can be shouted or sung by all the demonstrators.

Decide how the demonstrators will move along in the procession, e.g. whether you will march, toyi-toyi or hold hands while marching.

Plan a route for the procession.

Draw up a petition that is to be neatly written out or typed. All the demonstrators should sign it before it is handed to an important person, e.g. the principal, at the end of the demonstration.

## Assessment

Learning outcomes(LOs)
LO 1
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Planning a national day

## **LIFE ORIENTATION**

### **Grade 9**

## **GOOD HEALTH AND SOCIAL DEVELOPMENT**

### **Module 26**

## **PLANNING A NATIONAL DAY**

### **Activity:**

**To report on participation in or planning of a national day**

### **[LO 2.2]**

Learners choose one day from the national days that are celebrated in South Africa, as listed below:

Human Rights Day	21 March
Freedom Day	27 April
Workers' Day	1 May

Youth Day	16 June
National Women's Day	9 August
Heritage Day	24 September
Day of Reconciliation	16 December

Learners can do one of two assignments:

### **Assignment 1**

You are a journalist on a regional newspaper, e.g. *The Star* or *The Argus*. You report on the origin and significance of a national day as well as on how the day is celebrated. It would enhance the report if you could include one or two photographs.

### **Assignment 2**

You are a member of the town council or city council of your town or city. You have to compile a programme of duties and activities for the celebration of the national day. The programme will be published in the local newspaper and will also be distributed to community members by way of pamphlets. The relevant facts must be presented clearly and attractively so that people will feel inspired to attend the celebrations.

Remember to take into consideration all the different groups you would like to involve, e.g. youngsters, teenagers and adults. Your programme should indicate time, place, proceedings, speakers and activities.

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- The following newspaper report (*Die Burger*, 3 April 2004 - translated) could possibly help you to get your thoughts in motion:

- **Freedom Day:** This year's project

## SOUTH AFRICA CELEBRATES IN THE HEART OF LONDON

Trafalgar Square will be alive with action on 27 April

Jeanne-Marie Versluis

London – Trafalgar Square in the heart of London will practically belong to South Africa on 27 April.

A huge party will be held to celebrate South Africa's Freedom Day and the tenth birthday of democracy in the country. Various gatherings and projects have also been scheduled in the rest of Britain for the rest of the year to celebrate the tenth birthday of democracy in South Africa. Ms Lindiwe Mabuza, South African High Commissioner in London, said at a media conference yesterday that Mr Ken Livingstone, mayor of London, had given permission for the South African Embassy to use Trafalgar Square for the celebrations "even before we could ask him".

Entertainers from South Africa and Britain will perform at this event. A book of tribute will be signed at the embassy by British government leaders, members of the metropolitan council, leaders of political parties, religious leaders as well as community and business leaders.

Mr. Peter Baird, one of the organisers of the event, said that on a "normal" day an average of 3 000 people cross the square every hour.

A freedom concert will be held the next day in the Royal Albert Hall in the city. South African and British artists such as Tshepo Tshola, Debra Frazier, Joyous Celebration, Bonganie Tembi and Linda Bukhosini will be on stage at this gala event.

Church services will be held in Britain from 23 April to 25 April to give thanks for the reconstruction and development that is taking place in South Africa. The services will be held in Cardiff, Edinburgh, Manchester and London.

Archbishop Desmond Tutu will conduct the main service in the St Paul's Cathedral in London on 25 April.

South Africa will also have a high profile at the commonwealth film festival in June. This festival is being organised in cooperation with the National Film and Video Foundation of South Africa. Various South African films will be screened on this occasion.

A programme of gospel and jazz music will be held in the Royal Albert Hall on 26 May to celebrate 10 years of democracy in South Africa. At the City of London festival there will also be a contribution by South Africa to films, theatre productions and seminars on peace and reconciliation.

According to Mabuza the KwaZulu-Natal Philharmonic Orchestra and the London Symphony Orchestra are collaborating on a concert of new music that has been written for the tenth anniversary of democracy in South Africa. The orchestras will perform in July at an event where they will be joined by two South African choirs, the Durban Serenade and Imilonji KaNtu.

## **Assessment**

### **Learning outcomes(LOs)**

LO 1

#### **Promotion of Health**

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### **Assessment standards(ASs)**

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Social relationships in different situations

## **LIFE ORIENTATION**

### **Grade 9**

## **GOOD HEALTH AND SOCIAL DEVELOPMENT**

### **Module 27**

## **SOCIAL RELATIONSHIPS IN DIFFERENT SITUATIONS**

### **Activity:**

**Critical reflection on and discussion of social relationships in different situations**

**[LO 2.3]**

### **Group work: Roll play**

Educators select cartoons and comic strips in which social relationships are scrutinized.

Cartoons:

- Hi and Lois
- Uncut-teen
- Garfield
- Red Eye

- Hagar the Horrible

Divide the class into groups. The teacher gives each of the cartoons a number. The learners choose a number without knowing which number fits cartoons.

The cartoons are merely a point of departure for the learners to compile a dramatisation lasting two minutes in which to enlarge on the given social situation.

At the end of the dramatisation there should be time for discussion of the social roles and relationships of the various characters. Both positive and negative commentary should be encouraged.

## Assignment

Learning outcomes(LOs)
LO 1
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Intercultural understanding

## **LIFE ORIENTATION**

### **Grade 9**

## **GOOD HEALTH AND SOCIAL DEVELOPMENT**

### **Module 28**

## **INTERCULTURAL UNDERSTANDING**

### **Activity:**

**Critical investigation into matters concerning diversity in south africa;  
encouraging intercultural understanding**

### **[LO 2.4]**

The Culture Card Game:

Learners work on their own and make a pack of playing cards that depicts his or her culture. The cards should preferably be made on sturdy paper or manila cardboard of 6 cm by 9 cm, and can be illustrated by means of drawings or collages of pictures and letters. They should be numbered: 2,3,4,5,6,7,8,9,10, Jack, Queen, King, Ace and Joker.

**Hint:** It is a good idea to cover the cards with Contact so that they will be more attractive and durable. Make a container for them. To make them look more like the real thing the back of each card could be covered with gift wrap or other attractive paper. Creative learners could even make their own

design for the backs of the cards, and photocopy it. It is important to remember that the backs of the cards must all look alike.

The cards should depict the following aspects of the learner's culture:

- 2 . Favourite pastime
3. Favourite film(s) and books or magazine(s)
4. Favourite music group / soloist
5. Ancestors, and origins
6. Preferred kind(s) of sport or sport
7. Traditional foods of your cultured group
8. Favourite public figure
9. Role model
10. The traditional dress of the cultural group

Jack Wedding ceremony and customs of the cultural group

Queen Home language or languages

King Religious preference

Ace Who are you?

Joker Characteristics that are peculiar to the learner and the cultural group.

How the game is played:

Learners work in pairs. Shuffle the cards well. Play "snap" with your team mate. In other words, the players take turns to put out one card at a time. As soon as two of a kind appear, it is a "Snap" situation. The first player to shout "Snap!" has to explain his or her "culture card", once the player has

explained the card is put aside. The person who has the most “snap” cards is the winner. Write down how many winning cards the winner has gained in the game.

Now choose new pairs and play the game again. At the end of the period the totals are added up and the player with the highest score is the overall winner in the class.

Hint: In order to gain the maximum learning experience learners should choose partners who differ most culturally from themselves.

## Assessment

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Towards achieving peace

## **LIFE ORIENTATION**

### **Grade 9**

## **GOOD HEALTH AND SOCIAL DEVELOPMENT**

### **Module 29**

## **TOWARDS ACHIEVING PEACE**

### **Activity:**

**To reflect on and discuss the contributions that different religious and faith groups have made towards achieving peace**

**[LO 2.5]**

### **Building a peace tree**

Learners will need the following:

- One large dry branch from a tree
- White distemper or PVA paint
- Paintbrush
- A container in which to anchor the branch
- Clean building sand to fill the container
- Some water to dampen the sand so that the branch will stand firmly in the container



Per learner:

- A sheet of white A4 paper
- A pencil and writing materials
- A pair of scissors
- A piece of fishing-line or white thread or wool (30 cm long)

Learners are divided into groups of 4 to 6.

The groups identify different faiths or religious groups in their community or in the country and name the ways in which these groups have contributed to peace in South Africa. Learners may also identify groups in other countries and mention what they do to promote world peace.

Each member should then select one faith group and research the way in which the specific group is attempting to achieve peace in the world. Newspapers, magazines and the Internet are ideal sources from which to glean information.

Learners then attempt to summarise the peace message of the group in one or two sentences. This message is then written on a dove of peace.

### **How to make a dove of peace:**

Use a sheet of white A4 paper. Trace the shape of the dove using the template. Fold the paper along the diameter and punch a hole on the spot that has been indicated, using a paper punch or a sharp object. Thread a piece of fishing-line of 30 cm in length through the hole and make a knot along the upper end. Write the peace message neatly on the outside of the dove. Write the name of the faith or religious group in brackets at the end of the message.

All the paper doves are then strung up on the dry branch. Learners are encouraged to read each other's messages. The tree should remain in the classroom for the rest of the year as part of the classroom décor.

Hint: More classes in the school could participate in this project and the “peace trees” could be exhibited in the school hall or foyer on special occasions such as World Environment Day

(5 June).

## Assessment

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